TELL Kentucky Survey Data Analysis Training



for

School-Based Decision Making Councils

Checklist and Printable Worksheets

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Developed in partnership by the Kentucky Department of Education (KDE), the Kentucky Education Association (KEA), the New Teacher Center, and the Kentucky Association of School Councils (KASC)

Revised in 2017 by KDE and TELL Steering Committee









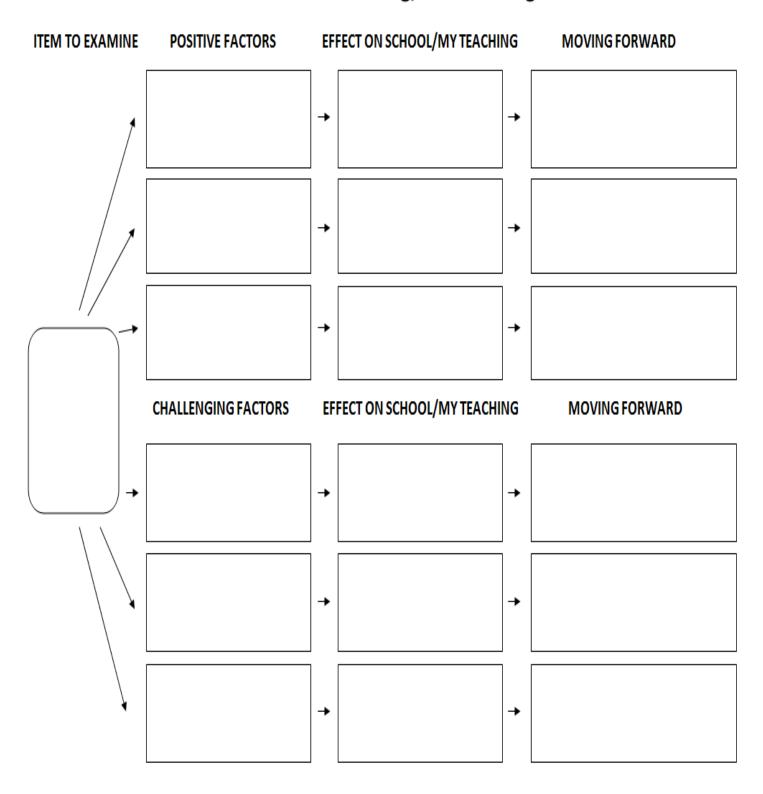
Checklist to Facilitate TELL Kentucky Training

Computer with internet access connected to projector and screen
Preset bookmarks from www.TELLKentucky.org of district and school results on computer
Copies of these handouts and the evaluation for all participants
PowerPoint presentation downloaded to computer
Copy of TELL Kentucky school results (one per table)
Poster paper for "Graffiti Wall"
Timer

Construct		Ra	tionale	
		Positive Aspects	Negative Aspects	
Time				
Facilities and				
Resources				
Community				
Support				
Managing				
Student Conduct				
Teacher Leadership				
_				
School Leadership				
r				
Professional				
Learning				
Instructional				
Practices and				
Support				

AREAS OF CONCERN				
CONSTRUCT	ITEM	CAUSES/REASONS	STRATEGIES FOR IMPROVEMENT	

What is working/not working?



What is Ideal? What are the Challenges? HOW DO WE OVERCOME THE CHALLENGES? ٠ ٠ Ť ٠ WHAT ARE THE CHALLENGES? WHAT WOULD THE IDEAL LOOK LIKE? ltem:

Objective:				
What does success look like?	ike?			
What steps are	What is included?	How will we	What resources	By when? With whom?
How will we maintain our success?	r success?			

Planning Document

Evaluation

_									
Р	PRESENTER'S NAME:								
D	PATE:								
L	OCATION:								
V	WHAT IS YOUR COUNCIL ROLE? (PLEASE CIRCLE ONE)								
T	EACHER REP	PARENT REP	PRINCIPAL	CLASSIFIED	OTHER:				
On the second slide of your workshop, the objectives for this workshop were listed. Please tell us how well the objectives were met by CIRCLING the answers below.									
1.	1. Become familiar with the school's TELL data and website:								
	NOT ACHIEVED	SLIGHTLY ACHIEVED	NOT SURE	MOSTLY ACHIEVED	FULLY ACHIEVED				
2.	Understand the	drill-down process to	analyze the dat	ta:					
	NOT ACHIEVED	SLIGHTLY ACHIEVED	NOT SURE	MOSTLY ACHIEVED	FULLY ACHIEVED				
3.	3. Unpack, disseminate and discuss working conditions data to create action items for school improvement:								
	NOT ACHIEVED	SLIGHTLY ACHIEVED	NOT SURE	MOSTLY ACHIEVED	FULLY ACHIEVED				
4.	Engage in a pro	cess to improve worki	ng conditions i	n the school for all tea	chers:				
	NOT ACHIEVED	SLIGHTLY ACHIEVED	NOT SURE	MOSTLY ACHIEVED	FULLY ACHIEVED				